Ark

HENDRIX COLLEGE.

1893--1894.

GALLOWAY COLLEGE.

TWENTY TEACHERS.

TWENTY PIANOS!

PIPE ORGAN! REED ORGANS!

NEW STEAM PLANT.

The most efficient teachers of the faculty have been retained and it has been strengthened by additions of worth and ability.

Three New Departments Have Been Added.

Many of the teachers are absent from the State, in New York, Boston, Illinois, University of Va., Monteagle and Canada, taking work in their respective departments.

$3,000.00

are being spent now on the College and grounds. It will be made perfectly comfortable within and beautiful without. The largest clock in the State and the only 4 bell chimes in the town.

Terms reasonable. Send for Catalogue. For further particulars address

JOHN H. DYE, President.

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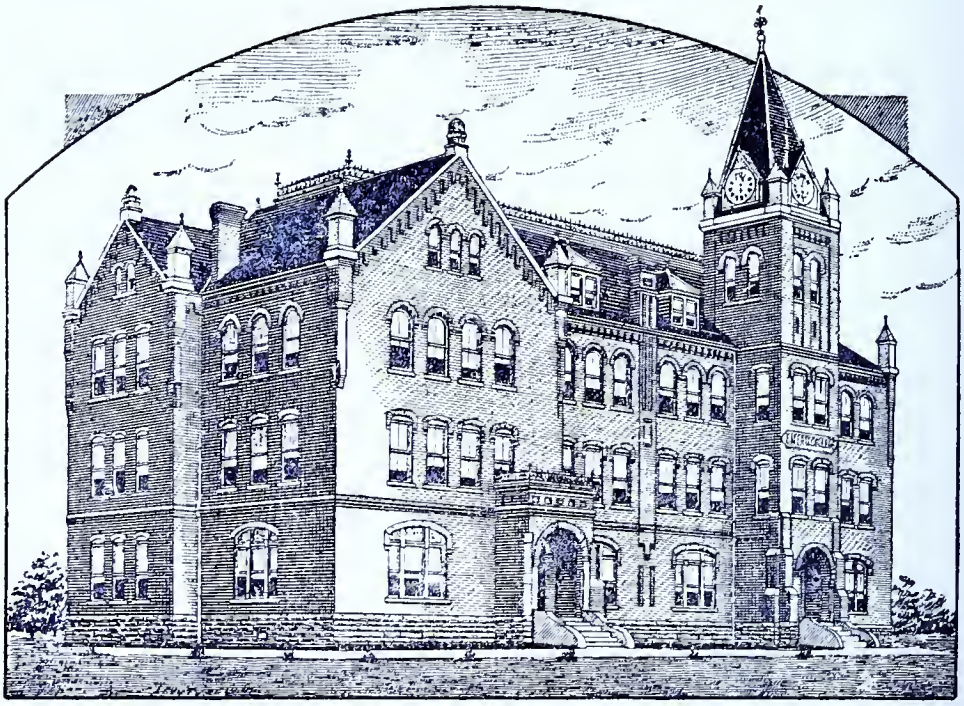

Hendrix College.

THE TENTH

ANNUAL CATALOGUE

OF

HENDRIX COLLEGE,

CONWAY, ARKANSAS.

SESSION OF 1892-3,

AND

ANNOUNCEMENTS FOR 1893-4.

CONWAY, ARK.
LOG CABIN BOOK AND JOB PRINT.
1893.

BOARD OF CURATORS.

ARKANSAS CONFERENCE.

		Term Expires.
Hon. A. S. McKENNON,	Clarksville,	Conference of 1893
Rev. V. V. HARLAN,	Springdale,	" 1894
FRANK PARKE,	Ft. Smith,	" 1895
Rev. F. S. H. JOHNSTON,	Morrilton,	" 1896
W. W. MARTIN,	Conway,	" 1897
Rev. G. W. HILL,	Greenwood,	" 1898

LITTLE ROCK CONFERENCE.

D. B. COULTER,	Brownstown,	Conference of 1893
Rev. T. H. WARE,	Little Rock,	" 1894
J. W. BROWN, M. D.,	Camden,	" 1895
Rev. J. H. RIGGIN, D. D.,	Pine Bluff,	" 1896
P. D. ENGLISH,	Little Rock,	" 1897
Rev. E. N. EVANS,	Hot Springs,	" 1898

WHITE RIVER CONFERENCE.

W. A. WILBURN,	Searcy,	Conference of 1893
Rev. Z. T. BENNETT, D. D.,	Little Rock,	" 1894
A. L. MALONE,	Jonesboro,	" 1895
Rev. A. M. R. BRANSON,	Beebe,	" 1896
J. T. HENDERSON,	Auvergne,	" 1897
Rev. M. M. SMITH,	Jonesboro,	" 1898

Officers.

President, A. S. McKENNON; Vice-President, J. H. RIGGIN;
Secretary, P. D. ENGLISH; Treasurer, W. W. MARTIN;
Agent, T. H WARE.

Committees.

Executive.	Finance.	Real Estate and Improvement.
A. S. McKENNON,	V. V. HARLAN,	A. S. McKENNON,
P. D. ENGLISH,	P. D. ENGLISH,	P. D. ENGLISH,
T. H. WARE,	Z. T. BENNETT,	W. W. MARTIN,
Z. T. BENNETT,	T. H. WARE,	V. V. HARLAN.
F. S. H. JOHNSTON.	F. S. H. JOHNSTON,	
	A. S. McKENNON.	

Auditing: Z. T. BENNETT and P. D. ENGLISH.

FACULTY.

REV. A. C. MILLAR, A. M., President,
(Central College, Mo.)
Mental Science, Political Science, and Pedagogics.

W. H. KEY, Vice-President,
(Central College, Mo.)
W. W. Martin Chair of English and French.

W. A. CRENSHAW, A. M., Secretary,
(Randolph-Macon College.)
Mathematics and German.

J. B. CLARK, A. B.,
(Emory College.)
Latin and Greek.

G. H. BURR, A. M.,
(Central College, Mo.)
Natural and Physical Sciences.

J. D. TODD,
(McTyeire Institute and Boston School of Oratory.)
Elocution and Oratory and Associate in English.

R. M. COPENHAVER, A. M.,
(Emory and Henry College and University of Va.)
Principal of the Preparatory Department.

J. W. CLINE, Assistant in Latin.
JOHN MCKIOU, Physical Director.
W. T. MARTIN, Librarian.

TITLED GRADUATES.

(Of Central Collegiate Institute.)

1883.

Miss Alice Mahan, M. E. L. ..... Mulberry, Ark.
Miss Jennie Montgomery (Raynor), M. E. L ..... Lamar, "
Miss Lucy Ragon (Basham), M. E. L. ..... Clarksville, "

1884.

Miss Lydia E. Burrow (Steel), M. E. L. ..... Richmond, Ark.
Miss Eva M. Oliver, M. E. L. ..... Altus, "
Miss Carrie M. Howell, M. E. L. ..... Altus, "

1885.

Miss Minnie B. Nichols (Laser), M. E. L. ..... Clarksville, Ark.
Miss J. Idella Daniels (Hall), M. E. L ..... Paris, "
Miss Lizzie A. Burrow (Johnston), A. M. (deceased) ..... Ozark, "
Miss Katie E. Atkins (Hill), A. M. ..... Altus, "
Miss Sallie B. Atkins, A. M ..... Altus, "

1887.

J. M. Hawley, A. B. ..... Nashville, Tenn.
L. H. Burrow, A. B. ..... Altus, Ark.
Miss Belle East, M. E. L. ..... Okolona, "
Miss Lutella A. Miller, M. E. L. ..... Arkadelphia, "
Miss Allene A. Mitchell, M. E. L. ..... Chapel Hill, "

1889.

W. F. Hayes, A. B ..... Clarksville, Ark.
F. W. Miller, A. B ..... Arkadelphia, "

(Of Hendrix College.)

1890.

M. Harwood, Ph. B. ..... Brookfield, Mo.
L. Robins (Goddard), Ph. B. ..... Magnolia, Ark.

1891.

A Duncan, Ph. B. ..... Conway, Ark.
G. C. Millar, A. B. ..... Conway, "

1893.

C. T. Cotham, A. B ..... Monticello, Ark.
O. E. Goddard, Lit. B. ..... Magnolia, "
J. W. House, Ph. B ..... Greenwood, "
T. O. Owen, A. B. ..... Magnolia, "
J. H. Reynolds, A. B. ..... Cascade, "
C. B. Riggin, A. B. ..... Pine Bluff, "
W. B. Sanders, A. B ..... Fordyce, "

Honorary Degrees.

1889—Rev. J. W. Boswell, D. D ..... Memphis, Tenn.
1889—Rev. J. H. Riggin, D. D. ..... Pine Bluff, Ark.

REGISTER OF STUDENTS.

(Counties in full; States abbreviated.)

Adachi, C. K.....JAPAN
Angelo, L. C.....Woodruff
Armstrong, R. N.....Randolph
Barger, H. H.....Johnson
Barner, N. E.....Faulkner
Bartlett, G .....Tex.
Bayless, F. A.....Saline
Bayless, L. E.....Faulkner
Blackshare, E. O.....Clay
Blakemore, W. F.....Sebastian
Bland, W. C.....Perry
Bogard, R. C.....Lonoke
Bolton, A L.....Miss.
Bratton, N. M.....Searcy
Brearly, H. H.....Yell
Brown, B. C.....Monroe
Brown, E. G.....Faulkner
Bryan, S. H.....Monroe
Bryson, L. J.....Nevada
Canady, A S.....Perry
Cannon, F. C.....Sevier
Cannon, G. N.....Sevier
Carter, W. M.....Marion
Chelgrene, A. D. A.....Faulkner
Clifton, A.....Faulkner
Cline, J. W.....Saline
Conine, W. D.....Arkansas
Conine, W. F..... "
Copenhaver, W. H.....Va.
Cotham, A. T.....Drew
Cotham, C. T..... "
Crosby, R. A.....Grant
Croxdale ,E. G.....Washington
Daily, J. N.....Scott
Dougan, B. C.....Faulkner
Dunaway, L. S..... "
Dunaway, O. L..... "
Ederington, M.....Miss.
Edmondson, B.....Nevada
Ferris, W. C.....Faulkner
Ferguson, J. B.....Pope
Fincher, O. A.....Nevada
Flower, C.....Perry
Freeman, S.....Faulkner
Galloway, J. J.....Crawford
George, J. L.....Little River
Glass, J. H.....Columbia
Goddard, O. E.....Sebastian
Graham, S.....Jackson
Greenhaw, F..... "
Greenhaw, J. E..... "
Hackney, W. E.....Lonoke
Hale, O.....Sebastian
Hamiter, A. H.....Lafayette
Hamiter, D. D..... "
Harris, I. F.....Conway
Harwood, M.....Mo.
Hawkins, A. B.....Tex.
Henry, E. D.....Howard
Hill, T N.....White
Hogan, C.....Independence
Hogan, W. E.....Lawrence
Holleman, J. B.....Logan
Holloway, M.....Monroe
Holloway, Q. T..... "
Holmes, G. A.....Hot Springs
Honea, P. M.....Nevada
House, J. W.....Sebastian
House, M.....Faulkner
Howell, A. L.....Woodruff
Hughey, J. M.....Pope
Hunt, L.....Miss.
Hunt, S. J.....Columbia
Jones, E.....Faulkner
Lark, F. A.....Crawford
Lawrence, J.....Mississippi
Leach, H. M.....Faulkner
Ledbetter, A. M..... "
Little, F.....Prairie
Martin, J. S.....Faulkner
Martin, W. T.....Yell
Mathes, A. H.....Baxter
Mayfield, W. L.....Sebastian
McCulloch, J. H.....Faulkner
McCulloch, M. H..... "
McCulloch, S..... "
McCullough, J.....Monroe
McCullough, R..... "
McHenry, G. H.....Pulaski
McKay, J. N.....Lonoke
McKiou, J.....Lawrence
McKnight,R. B.....Woodruff
McMillian, G. W.....Nevada
Menard, M. L.....Arkansas
Moore, L.....Franklin
Murphy, N. V.....Faulkner
Murray, W. H.....Saline
Nelson, C. H.....Lonoke
Nelson, S. A..... "
Ogden, D. B.....Johnson
Orton, G. A.....Hempstead
Owen, T. O.....Columbia
Pace, J W.....Randolph
Pardew, A. A.....Faulkner
Pinnell, J. A.....Hempstead
Pope, J. W.....Woodruff
Potts, L. H.....Boone
Price, D. B .....Mont.
Quesenbury, T.....Ind. Ter.
Reynolds, J. A.....Faulkner
Reynolds, J. H..... "
Reynolds, J. M.....Union
Rich, W. B.....Monroe
Riggin, C. B.....Jefferson
Robertson, W. M.....Monroe
Rogers, E.....Faulkner
Rogers. T. N.....Boone
Ross, E.....Lonoke
Rye, R. I.....Sebastian
Sanders, W. B.....Dallas
Sewell, E. K.....Union
Shaver, E. A.....Sharp
Simpson, C. E.....Van Buren
Smith, G. S.....Faulkner
Smith, J. E.....Craighead
Southard, L. E.....Franklin
Stanfield, W. J.....Tex.
Steadman, H. C.....Lawrence
Steadman, M..... "
Steed, W. M.....Saline
Sterling, F. C.....Monroe
Taliaferro, E. M.....Faulkner
Taylor, J. M.....Johnson
Thomasson, N. T.....Nevada
Thompson, S. E.....Union
Todd, D. A.....Tenn.
Todd, O. A.....Tenn.
Townsend, J F.....Saline

Townsend, L P	Faulkner
Twitty, S. R	Drew
Underhill, M	Faulkner
Vaughter, M. E	"
Walker, C. A	Tex.
Ware, R. L	Pulaski
Weems, C. N	Faulkner
Weems, E	"
Whaley, W. P	Garland
Whiteside, J. B	Nevada
Willbanks, J. S	Johnson
Williams, W. S	Conway
Wilson, W. M	Sharp
Word, J. T	Arkansas
Wood, J. W	Greene
Young, A. L	Independence

SUMMARY.

COUNTIES.	NUMBER OF STUDENTS.
Arkansas	1
Baxter	1
Boone	2
Clay	1
Columbia	5
Conway	2
Craighead	1
Crawford	2
Dallas	1
Drew	3
Faulkner [local]	21
Faulkner [non-resident]	9
Franklin	2
Garland	1
Grant	1
Greene	1
Hempstead	5
Hot Springs	1
Howard	1
Independence	2
Jackson	3
Jefferson	1
Johnson	4
Lafayette	2
Lawrence	4
Little River	1
Logan	1
Lonoke	6
Marion	1
Mississippi	1
Monroe	9
Nevada	7
Perry	3
Pope	2
Prairie	1
Pulaski	2
Randolph	2
Saline	5
Scott	1
Searcy	1
Sebastian	6
Sevier	2
Sharp	2
Union	3
Van Buren	1
Washington	1
White	1
Woodruff	4
Yell	2
STATES.	
Arkansas	140
Indian Territory	1
Japan	1
Mississippi	3
Missouri	1
Montana	1
Tennessee	2
Texas	4
Virginia	1
Total	154

Local, 21; non-residents, 133. Males, 133; females, 21. Beneficiaries, 72 Preparing for the ministry, 29. Teachers, 82.

HISTORY.

In 1883, the Arkansas Conference, realizing the importance and necessity of an institution of highest collegiate grade, authorized its Centenary Committee to establish a male college.

This committee met at Altus, June 10, 1884, and purchased, subject to Conference ratification, the Central Collegiate Institute, from its owner, Rev. I. L. Burrow. This action was ratified at the ensuing session of the Conference.

During the same year, the Little Rock Conference became a joint owner, and in 1886 the White River Conference entered the alliance. Thus, wisely, were the interest and strength of the Church in Arkansas concentrated upon one college, with the purpose of making it worthy of the Church.

As there was no college for girls, Central Collegiate Institute for five years admitted both sexes on equal terms. When, in 1889, Galloway Female College was opened, the Trustees of the Central Collegiate Institute decided, that, while women should not be excluded, the institution should be for young MEN, and that, on account of the character of work done, and by virtue of its relation to lower schools, it should be a college. Accordingly, the name was changed to HENDRIX COLLEGE, in honor of Bishop E. R. Hendrix.

For several years the conviction had been growing in the minds of those who were in position to understand the situation, that, while the college had done and was still doing a grand work, yet permanent success could be attained only in a stronger community, more centrally located; hence, at their sessions in 1889, the question of

location was considered by the three patronizing conference, and, by concurrent resolutions, the whole matter was referred to the college Trustees for final settlement.

January 1, 1890, the Trustees, having met at Little Rock, after a full hearing of both sides, and careful investigation of the claims of Altus, decided to receive propositions from towns desiring the college.

March 19, 1890, at Little Rock, the Trustees received and considered propositions from seven towns; and, in consideration of centrality, a bonus of $72,000, and other advantages, located the college at Conway.

The property at Altus has been sold, the college has been transplanted, and in its new location has begun with increased vigor its important work.

PURPOSE.

Since Hendrix College is under church auspices, and because education without religion is mockery and failure, the CHRISTIAN RELIGION is made to underlie and permeate all our instruction. Not only will nothing be tolerated which tends to undermine or weaken true Christian faith, but the life and teaching of each Professor must be consistent and must exert a positive influence for good.

As far as lies within our power, the morals of those intrusted to our care will be faithfully cultivated, and all proper shields and safeguards will be thrown around students, so that no one shall go astray if we can prevent it.

If their eternal welfare is duly considered, young men will be put in the care of teachers who will not rudely shatter the faith of the parents, but who will, by precept and example, endeavor to lead them to know their Savior, and to realize that the fear of the Lord is the beginning of wisdom.

This is an intensely practical, utilitarian age, and men virtually worship the "money god," and will not cease until they are convinced that there are nobler and purer

shrines at which to worship. What our country most needs is fewer mere money-makers and more real men; hence, looking to that, the course of study at Hendrix College is intended to give that thorough education which is adapted to the necessities of our age.

While we recognize in the bustling activity around us the necessity for practical education, we do not pander to that depraved, money-born cry, "Nothing but the practical!" That education which, ignoring culture, burdens the students mind with tables and technical terms simply because these may be of use to him in his business or profession, is not practical or beneficial, but injurious in the extreme. The education founded upon comparison of what is best in Science and Literature, giving development to mind and heart, building strong by building deep and broad, is truly practical. The student who has learned to think, not merely to memorize, who has secured permanent culture and wisdom, who has absorbed and assimilated, but has not been stuffed and gorged, is the one who will be felt, wherever he may be.

To make such men, cultured in mind and heart, to give to our country and to our God, strong, manly, Christian men, shall be our object and our ambition.

DEPARTMENTS AND COURSE OF INSTRUCTION.

PREPARATORY DEPARTMENT.

PROFESSOR COPENHAVER.

In this department young students are thoroughly prepared for the college, and older students whose course of study has been irregular, or whose early education has been neglected, find opportunities for making up past deficiencies, so that they may pursue the collegiate studies to greatest advantage.

While the President has general oversight and, for the present, the college Professors teach several advanced classes, yet the instruction, discipline, and management of the Preparatory Department are committed almost wholly to the Principal.

As we cannot assume the care of very young boys who are away from their parents, all non-resident students must be at least fourteen years old, and should be sufficiently developed in character to respond to a rational system of government.

The instruction is simple, but thorough, and fitting students for college is the special object of this department. At the same time students who do not contemplate a collegiate course can find no better education.

While lower classes, such as Reading, Spelling, Penmanship, Mental Arithmetic, and Geography, will be taught when necessary, yet, as far as possible, students should be prepared to enter the regular classes.

The studies are pursued during two years and are as follows:

PREPARATORY.	SUB-FRESHMAN.
English Grammar, (I, II, III.).	English Grammar, Analysis and American Literature, (I, II, III.).
U. S. History, (I.).	Cæsar, Cicero, Prose, (I, II, III.)
General History, (II.).	Greek (First Lessons and Anabasis), (I, II, III.).
Civil Government, (III.).	Higher Algebra, (I, II.).
Latin (1st Book and Grammar, (I, II, III.).	Plane Geometry, (III.).
3rd Arithmetic, (new class each term),	Elementary Physics (I), Physiology (II), and Physical Geography (III). *
Elementary Algebra, (II, III.).	
Higher Arithmetic *	
Bookkeeping.*	
[The Roman numerals indicate the Term.]	* Optional.

COLLEGIATE DEPARTMENT.

Instruction is given in the following schools: Mental Science, Latin, Greek, English, German, French, Mathematics, Natural Science, Physical Science, Political Science, Pedagogics, and Elocution.

Applicants for admission to all departments must be of

good moral character, and students from other schools must show certificates of honorable dismissal.

Students entering the Freshman class will be examined in the studies prescribed for Sub-Freshman course or their equivalents; and students proposing to enter higher classes must be examined on the subjects which precede, or present certificates of proficiency from a reputable college.

In these examinations each Professor satisfies himself, as he may think proper, of a student's ability to enter his class.

Students may be received on certificates issued by principals of approved high schools and academies. These certificates must state the exact amount of work done and the student's standing in each subject, also the text books used. Credit may be given for all or part of the work done, and students who fail to sustain themselves in advanced classes will after a reasonable time be assigned to lower classes.

Principals of academies and high schools who desire to effect an arrangement by which their students may enter college classes on certificate should write for "Circular of Information on Accredited Schools."

Each professor may change from one class to another, in his own department, students who may be improperly classified, but the consent of the President also is required to effect a change of schools.

Attendance on at least three schools is obligatory.

Unless a special arrangement is made, each student is required to take not less than fifteen recitations a week and is not allowed to take more than twenty a week.

The value of each course is indicated by the Arabic numerals, the Term by the Roman.

MENTAL SCIENCE---President Millar.

SENIOR—(I) Mental Philosophy, (II) Logic and Moral Philosophy, (III) Evidences of Christianity. Value 5.

Lesson will be assigned in text-books and the recita-

tions will be based upon them, but students will be expected to give reasons independently for accepting or rejecting arguments presented. Free discussion of pertinent questions is urged and expected. Theses on various topics necessitating careful, original investigation are required.

The object of this school is, not merely that the students may become thoroughly informed upon the important subjects taught, but that they may learn to think and investigate for themselves.

The course begins with Mental Philosophy and Logic, so that the students may be able to apply the rules of correct reasoning in all subsequent investigation, and ends with Evidences of Christianity, so that they may go forth to life's battles knowing in whom they believe and that their faith is founded upon facts about which there can be no reasonable dispute.

ANCIENT LANGUAGES---Professor Clark.

LATIN.

SUB-FRESHMAN—(I, II) Cæsar, (III) Cicero's Orations, (I, II, III) Prose..

FRESHMAN—(I) Cicero's Orations and Roman History, (II) Virgil and Mythology, (III) Virgil and Prosody, (I, II, III) Prose and Grammar. Value 5.

SOPHOMORE—(I) Horace and Prosody, (II) Horace, Prosody, and Latin Literature, (III) Livy, (I, II, III), Prose and grammar, Value 3.

JUNIOR—(I) Cicero's Philosophical Works, (II) Juvenal, (III) Tacitus, (I, II, III) Prose and Grammar. Value 3.

GREEK.

SUB-FRESHMAN—(I, II) First Lessons in Greek, (III) Xenophon.

FRESHMAN—(I) Xenophon, (II) New Testament and Greek History, (III) Herodotus, (I, II, III) Prose and Grammar. Value 5.

SOPHOMORE—(I) Thucydides, (II) Homer and Prosody, (III) Demosthenes, (I, II, III) Prose and Grammar. Value 5.

JUNIOR—(I) Sophocles, (II) Sophocles and Greek Literature, (III) Lyric Poets or Plato, (I, II, III) Prose and Grammar. Value 2.

As a means of securing genuine culture, no study is better than that of Greek and Latin thought in the original. All true disciples of culture admit their value, though the modern utilitarian depreciates them, and would

turn out minds from those fountains of beauty and originality. To make them so practical and important that students shall consider education incomplete without them shall be our aim. Close literal translations are required to secure accuracy; these are followed by rendering Latin and Greek into elegant, idomatic English to secure clear, forcible diction. Syntax and Philology are studied by actual observation of the usage of writers and by comparison of literature of different periods.

In reading, quality rather than quantity is the desideratum. Sight translation from easy authors is required through the whole course. To fix in the mind forms, rules and idioms, translations from English into Latin and Greek are constantly required. The history of both nations and the history of their literature receive due attention.

ENGLISH---Professor Key, Associate Professor Todd.

To enter the Sub-Freshman class the student must show an intelligent knowledge of the parts of speech, and their classification, and a fair knowledge of analysis.

SUB-FRESHMAN.

STUDIES—Twice a week throughout the year, Sentence-making, Composition, Punctuation, etc., with written Exercises to be corrected; three times a week during the first and a part of the second term, the more important points in Classification and Inflexion, Analysis, English Idioms; three times a week during latter half of the year, Analysis, (continued), American Literature with special study and discussion of the lives, works, and style of ten or twelve leading authors, and close, critical, and appreciative reading in class of whole selections from Webster, Poe, Hawthorne, and Lowell.

TEXT BOOKS—"A Year in English," Strang's Exercises, Beers's American Literature, Annotated editions of authors read.

PARALLEL READINGS—(I) Pilgrim's Progress, Franklin's Autobiography, (II) Longfellow's Hiawatha, and Evangeline, Irving's Rip Van Winkle, and Sleepy Hollow, (III) Cooper's Last of the Mohicans, and Hawthorne's Mosses from an Old Manse.

FRESHMAN.

STUDIES—Twice a week throughout the year, Rhetoric with special and thorough drill in the simpler elements of style, and written exercises every-other week; twice a week through the year, critical and appreciative reading of Shakespeare, Milton, and Spenser; once a week, English Literature as a whole, with special study and discussion of the lives, works, style, and influence of leading authors; throughout the year, idioms, peculiarities, and changes of the English language as exhibited in the works read.

TEXT BOOKS—Clark's Rhethoric, Brooke's English Literature, Annotated editions of works read; and for reference, English Men of Letters Series, Taine's English Literature, and Abbott's Shakespearean Grammar.

PARALLEL READINGS—(I) History of England, Scott's Ivanhoe, and five plays of Shakespeare. (II) Vicar of Wakefield, Sketch Book, and five books of Paradise Lost, (III) Macaulay's Essays on Milton and Bunyan, and one book of Fairy Queen.

SOPHOMORE.

STUDIES—Primer of Anglo-Saxon, and History of the development of Modern English out of Anglo-Saxon and through the various periods, with its indebtedness to the contact and influence of other languages; English Etymology; critical reading of works of the great English poets from Milton to Tennyson, with discussion of style and influence of each; Rhetoric with special reference to Invention and the higher elements of style.

TEXT BOOKS—Hales's Longer English Poems, Sweet's Anglo-Saxon Primer, Lounsbury's History of the English Language, Morris's Historical English Grammar, Genung's Rhetoric; and for reference, Skeat's Etymological Dictionary, Taine's Eng. Lit., and Ward's English Poets.

PARALLEL READING—(I) David Copperfield, Idyls of the King, The Princess, (II and III) Selections from Burns, Scott, Wordsworth, Keats and Shelley.

SENIOR.

STUDIES—Anglo-Saxon, continued and completed during first term; Middle English during second term; English Philology, with a brief view of comparative Philology and the origin of grammatical forms and of language itself; Six great prose writers, with discussion in class of works, style and influence, assigned at regular intervals during the year.

TEXT BOOKS—Sweet's Anglo Saxon Reader, Morris's Chaucer's Prologue etc., Morris's Historical English Grammar, Minto's Manual of English Prose, Skeat's Etymological Dictionary, and lectures.

PARALLEL READING—(I) Vanity Fair, Romola, Heroes and Hero-Worship, (II) Sartor Resartus, Marble Faun, Selections from De Quincey, (III) Emerson's Essays, Selections from Ruskin.

Prize Essay Subjects for 1894.

COLLEGIATE—"The Elizabethan Drama."

PREPARATORY—"Irving and his Works."

In this course we aim at three points:

1st, Thorough knowledge of the history, not of the literature only, but of the very life and development of the language. This will be secured by close study of the literature, the forms of words, and the structure of sentences in the earliest periods of the language, and then down through successive periods to the present. 2d, Skillful use of clear, forcible sentences in English Composition. This will be secured by constant practice in reproducing passages read in class, and by original efforts in composition, corrected by the teacher. 3d, Critical knowledge and real appreciation of the great masters of English. To this end one or more of the best productions of each of the leading authors is read in class, analyzed and dis

cussed sentence by sentence; and the great object is to go over no passage without thoroughly understanding its meaning and appreciating whatever of beauty and strength it may possess.

MODERN LANGUAGES---Professors Key and Crenshaw.

SOPHOMORE GERMAN—(I, II, III) German Grammar, (II, III) Selected Readings in German and German History. Value 5.

JUNIOR GERMAN—(I, II, III) Study of Schiller and Goethe, (I, II) German Prose Composition, (III) History of German Literature. Value 3.

JUNIOR FRENCH—(I, II, III) French Grammar, (III) Selected French Readings. Value 3.

SENIOR FRENCH—(I, II, III) Study of Corneille, Racine and Moliere, (I, II, III) French Syntax and Composition, (I) History of France, (III) History of French Literature. Value 3.

Required Readings in German and French selected by the teachers.

German and French are so taught as to give the student as wide a vocabulary as possible, to familiarize him with the forms and structure of the languages, to lead him to compare their forms, structure and idioms with those of his own and other languages, to enable him to write correct and idiomatic sentences, and to read with ease any ordinary production in these languages. We strive to give the student some knowledge of the literature of these languages and to develop a real appreciation of their great masters.

MATHEMATICS---Professor Crenshaw.

SUB-FRESHMAN—(I, II) Algebra completed, (III) Plane Geometry begun.

FRESHMAN—(I, II) Plane and Solid Geometry, (III) Plane and Spherical Trigonometry. Value 5.

SOPHOMORE—(I) Conics, (II, III) Analytics. Value 4.

JUNIOR—(I, II) Calculus, (III) Mechanics. Value 3.

SENIOR—(I, II) Descriptive Geometry, (III) Surveying. Value 3.

The value of mathematical study in any system of education is so universally recognized that a long discussion of its claims is useless.

In this school there is constant practice in working and explaining examples to impress indelibly upon the student's mind the principles of the text-books, while his

knowledge of the practical application of those principles is tested by original exercises, both in class-room and at examination.

As the Senior studies are elective, they are so arranged they may be taken in connection with Sophomore or Junior work.

PHYSICAL SCIENCE---Professor Burr.

SUB-FRESHMAN—(I) Elementary Physics and Chemistry.
SOPHOMORE—(I, II, III) Physics. Value 3.
JUNIOR—(I, II, III) Chemistry. Value 3.
SENIOR—(I, II, III) Astronomy. Value 2.

For the benefit of those who cannot take the advanced work, or for the better qualification of those who are to take it, one term of the Sub-Freshman year will be devoted to elementary Physics and Chemistry.

In Physics and Chemistry much time will be spent on laboratory work. The physical laboratory is well supplied with apparatus for illustrating the subjects in hand. The chemical laboratory is so equipped that several students may work at one time. They will be required to perform experiments and make tests for themselves; and some work will be done in qualitative and quantitative analysis.

A good telescope of three inch aparture with powers ranging from 60 to 400, will be used in the study of Astronomy.

All of these courses run throughout the year, so that experiments and observations may be made when the weather is most favorable.

NATURAL SCIENCE---Professor Burr.

SUB-FRESHMAN—(II) Elementary Physiology, (III) Physical Geography.
SOPHOMORE—(I, II, III) Comparative Anatomy and Botany. Value 2.
JUNIOR—(I, II, III) Physiology and Zoology. Value 5.
SENIOR—(I) Mineralogy, (II) Geology, (III) Lectures. Value 5.

The second and third terms of the Sub-Freshman year are devoted to elementary Physiology and Physical Geography.

GENERAL STATEMENT.—Liberal appropriations have been made by the Trustees to supply the Scientific Departments with necessary specimens and apparatus, and additions will be made from year to year.

The Frank Park Geological Cabinet, containing about a thousand mineral specimens, will be found of great value to students of Mineralogy and Geology.

During the summer of 1892 the Professor in charge traveled in the Rocky Mountains making collections for his departments, and he is also putting forth special efforts to secure collections illustrating the wonderful mineral resources, the flora, and the fauna, of Arkansas. Friends throughout the State may render much aid by contributing specimens and natural curiosities of all kinds, and their interest and assistance are earnestly solicited to make ours a representative Arkansas collection.

For the use of apparatus and waste of materials, fees will be charged in the different classes as follows:

Chemistry and Mineralogy, each, per term	$3 00
Other scientific classes, each class, per term	1 00

In addition to the above, students are expected to pay for all apparatus which they may break or damage.

POLITICAL SCIENCE—President Millar.

JUNIOR—(I) Citizenship and Parliamentary Law, (II) Comparison of Governmental Forms, (III) Political Economy. Value 5.

The deep interest now taken in governmental science has led to the adoption of this new course. The origin and growth of leading ancient and modern political ideas, the duties and responsibilities of citizenship, parliamentary law, and the tariff, money, land, labor and kindred questions will be presented both by text books and by lectures. To do satisfactory work in this school students should have a fair knowledge of general history. They will be required to do much collateral reading and to prepare theses containing the results of their investigations. It is hoped that this course will awaken intelligent inter-

est in governmental problems and enable our young men to understand and discharge faithfully the important duties of citizenship. The class will recite four times a week and devote one day to theses and discussions.

PEDAGOGICS---President Millar.

SOPHOMORE—(I) History of Education and Educational Reforms, (II) Pedagogy and Pedagogical Psychology, (III) School Management. Value 5.

The object of this course is to assist in the formation of correct opinions concerning theories and methods of teaching and of school management. The text books and discussions are intended rather to stimulate thought than to formulate doctrines. As it is desirable that all teachers have liberal education, so it is proper that a College of Liberal Art should offer a professional course for teachers; especially when so many of its students take leading positions in both public and private schools.

This course may be taken as part of a degree course, or as a special by teachers who can spend only a few terms in college. The course in Mental Philosophy should also be pursued, as the two combined will give that knowledge of methods and of mental phenomena so necessary to a teacher's success.

In the library may be found a choice collection of the latest and best educational works, reviews, and journals, also reports of Superintendents of all the states and catalogues of leading colleges.

Once a week the class will meet for discussions.

ELOCUTION---Professor Todd.

The object of this department is to develop the social instinct of leadership into a power for good. Founded upon the broadest principles of mental, moral, and psychic science, its aim will be: to furnish such training as will result in elevating the student's ideal of manhood and of life; and to assist him in the attainment of that ideal.

To help a man make the most of himself is to be a benefactor to society.

In educating men for the Pulpit, the Senate, and the Bar, in helping men to be leaders of men, in aiding some to attain a more powerful social influence, and in assisting others to find a higher quality of enjoyment in the more sequestered walks of life, the aims and ends of Elocution and Oratory would play no mean part.

While the course of study is arranged with special reference to the culture of the Speech Arts, the crowning glory of man, it is none the less desirable for its advantages in the study of the human soul in connection with its human body, leading to the full perfection of the breathing, thinking, acting human being.

Two classes will be organized. The Preparatory class-work will be devoted to the acquisition of naturalness in reading and speaking. The position of the speaker, of the platform, the control of breath, and the placing and projection of tone will receive constant attention.

The College class-work will embrace the development of power, flexibility, and resonance of the voice, with aesthetic gymnastics and the training of the body as an instrument of expression. The development of the orator, pure and simple, is our aim.

The College class may be taken as an elective and is valued at 3. Post graduate study will be encouraged.

Certificates and Degrees.

Hendrix College confers: 1. Certificate of Graduation in a School, 2. Bachelor of Arts, 3. Bachelor of Science, 4. Bachelor of Philosophy, 5. Bachelor of Letters, 6. Master's Degrees corresponding with the Bachelor's Degrees.

1. To receive a certificate of Graduation in a school, the student must do all the class work and pass satisfactory examination on all studies required in that School. He must also satisfy the Faculty of his proficiency in English.

2. BACHELOR OF ARTS.

SCHOOLS.	VALUE.
Fresh. and Soph. English	8
Fresh. and Soph. Mathematics	9
Latin	11
Greek	12
Mental Science	5
Physics and Astronomy	5
Elective	18
Total Value	68

3. BACHELOR OF SCIENCE.

SCHOOLS.	VALUE.
Fresh. and Soph. English	8
Mathematics	15
Natural Science	12
Physical Science	8
Mental Science	5
Political Science	5
Elective	21
Total Value	74

4. BACHELOR OF PHILOSOPHY.

SCHOOLS.	VALUE.
Fresh. and Soph. English	8
Fresh. and Soph. Mathematics	9
Mental Science	5
Political Science	5
Freshman Latin	5
German or French	8
Physics and Astronomy	5
Elective	25
Total Value	70

5. BACHELOR OF LETTERS.

SCHOOLS.	VALUE.
English	11
Fresh. and Soph. Mathematics	9
German	8
French	8
Freshman Latin	5
Mental Science	5
Physics and Astronomy	5
Elective	19
Total Value	70

The courses leading to Bachelor's degrees are partially elective. In the scheme above, the required studies, with their values, and the values of elective studies are indicated. The total values of collegiate studies required are not the same for all degrees, more collegiate work being required in those courses which require less preparatory work. Thus it is hoped that all the degrees will represent nearly the same amount of work, and will be equally honorable, indicating merely differences of taste and of purpose. In making up the number of electives complete schools must be taken; a single study in a school will not be counted.

While 60 per cent. is the PASSING grade, yet no diploma or certificate will be given unless the general average of all classes is at least 65 per cent.

To take any of the above degrees the student must be of good moral character, must have spent at least one year in Hendrix College, must have written all the essays required by the Faculty, and must prepare an oration to be delivered on Commencement Day, if required.

On entering, each student will select one of the prescribed courses and shall not be allowed to deviate from

it, except for reasons satisfactory to the Faculty.

By reference to the schedule, the whole course may be seen at a glance, together with the number of recitations per week, the day and hour of recitations, etc. The schedule must be strictly followed and students must pursue such studies as do not conflict.

It is our desire that all students shall take a course of study leading to a regular collegiate degree, since each of these requires the co-ordination and completion of those branches which lead to thorough and symmetric education. There are many young men and women, however, who can never hope to finish a regular college course and who yet wish to pursue, with the advantages afforded by a college, a line of studies which will enable them to secure good certificates as teachers; for the accommodation of these, arrangements may be made to take any of the studies for which they may be prepared, provided it does not necessitate change in schedule. Certificates showing character and standing of such students will be granted on application.

6. Master's Degrees.

Post-graduate work may be pursued in any School. The courses are not published, but will be given, if application is made to the President, or to the Professors of the several Schools. Master's degrees will be conferred only on Bachelors of Hendrix College who complete the required post-graduate work, and the Master's degree must be of the same kind as the Bachelor's degree. One year's residence and the completion of post-graduate work valued at 15 are required. This work must be in schools already completed in undergraduate courses, but 10 of undergraduate courses may be substituted for 5 of post-graduate. All under graduate work must be done in class, but the post-graduate work may be carried on merely under the direction of the Professors, the written examination being

the test required. The post-graduate work may be done without residence, but in such cases the studies must be pursued for two years and all examinations must be at the College.

Every candidate for a Master's degree must submit a thesis of not less than 4000 words. Full requirements concerning the thesis are not published. Tuition and Fees will vary according to the assistance rendered by the different Professors.

RECITATIONS, EXAMINATIONS, REPORTS, ETC.

Each Professor instructs according to his own methods, but the usual method is by recitation of lessons assigned in text-books, supplemented by lectures and original class work. The black-board is used in nearly all classes.

When a student is absent from recitation, or fails in recitation, he is marked 0, unless the lessons missed are recited to the Professor or to a tutor designated.

A record of each student's standing and deportment is kept, and term reports are sent to parents. Examinations, either oral or written, are given at the discretion of the Professors, but the usual time for examination is the last week in each term. The term standing is found by taking the average of daily and examination grades. No student whose average on any study falls below 60, on a scale of 100, shall be allowed to graduate, nor if the grade be higher, should the examination grade be under 60, and accuracy in the use of English is required in all examination papers.

Students who have an average daily grade of 90 and who have not been absent more than 5 per cent. of the time required for their classes may be excused from examinations at the discretion of the several Professors, provided that no one may receive the scholarship Prize unless he stands all examinations, and no one may receive the Math-

ematical Prize unless he stands his examination in Mathematics.

Students making an average grade of 80 are considered distinguished and their names will be published in the ARKANSAS METHODIST and THE MIRROR.

During the year three declamations and three essays are required from each student. For the date when each is due, see calendar. Every student is required to rehearse at least once each term, and oftener if deemed necessary by the Professor of Elocution.

All declamations, essays, orations, and papers, prepared by students for public delivery, must be submitted beforehand to the Faculty, and delivered as corrected.

GOVERNMENT.

The rules are made and the discipline administered by the Faculty, consisting of the President and regular Professors.

In the government of the college the President has general oversight, while each Professor governs his own classroom and reports to the Faculty all infractions of rules and all disorders that come under his observation.

Knowing that the best disciplinary results can be secured by appealing to a student's sense of honor, and by imposing responsibility upon him, the Faculty adopt only necessary rules and require the active co-operation of all students in maintaining law and order. Wherever such a system of government has been used the results have been highly satisfactory, and the students of Hendrix College, whenever tried in this way, have shown themselves worthy of all confidence. The advantage of this system is not merely the admirable order secured among students, but it increases their manliness and self respect, and prepares them for self government and the important duties of citizenship.

Young men who are not disposed to assume responsi-

bility and submit to wholesome discipline should not apply for admission. Kindly, helpful admonition will be given when students appear to be merely thoughtless or indolent, but should viciousness or lawlessness be discovered the punishment will be prompt and severe, extending from demerits and public reproof to suspension and expulsion. Severe punishment, however, will be administered only when the highest interests of the whole school require it, on the theory that the reformation of the offender and the protection of the innocent are more important than the vindication of law.

On account of their length the rules and regulations are not published in the catalogue, but a Student's Manual, containing explicit rules, is provided for each student and a copy is sent to parents also, that they may be able to co operate with the Faculty. Parents may rest assured that the rules are wholly for the students' good and are founded on experience and common sense.

The Term Report sent to parents will show, in addition to class-standing, the deportment of students as far as it is known, and special reports will be made whenever it is necessary.

Miscellaneous Information.

EXPENSES.

Tuition in College classes, per term	$20 00
Tuition in Sub-Freshman classes	15 00
Tuition in Preparatory classes	12 00
Tuition for Bookkeeping, extra, per month	1 00
Elocution in class, extra, per month	$1 50 to $2 00
Elocution, private lessons, extra, per lesson	2 00
Matriculation Fee, payable only once each year	1 00
Term Fee, for use of Library, Reading-Room, and Gymnasium, per term	1 00
Scientific class, except Chemistry and Mineralogy	1 00
Chemistry and Mineralogy, per term	3 00
Fee for Diploma	5 00
Board at Tabor Hall (actual cost), per month	$6 to $8
Dormitory Rooms unfurnished (two may occupy one room), per month	$2 to $3
Fuel for Room, during winter, per month	75 cts. to $1 50
Furniture for Room, according to student's taste	$12 to $25
Board, Lodgings, Fuel, and Lights, in private houses	$10 to $12

Laundry Work varies, per month, from ..... 50 cts. to $1 50
Books and Stationary, according to Department, per term ..... $5 to $12

In order that estimates may easily be made the following tables are given, showing necessary expenses in the Preparatory, Sub-Freshman, and Collegiate departments for the Scholastic year:

	PREPARATORY.	SUB-FRESHMAN.	COLLEGIATE.
Fees,	$ 4 00	$ 4 00	$ 4 00
Tuition,	36 00	45 00	60 00
Board and Lodgings,	90 00	90 00	90 00
Books, about	8 00	12 00	18 00
Laundry,	12 00	12 00	12 00
Total for year,	$150 00	$163 00	$184 00

If a student belongs to the various student organizations about $5 more will be required, but the expense is voluntary. Young men at home must spend money for clothing and Incidentals, hence such things should not be considered a part of the SCHOOL expenses, but still must be provided for according to circumstances.

For a term of twelve weeks NECESSARY expenses may be reduced to $52; and they should not exceed $65, even when private board and collegiate courses are taken.

The school and boarding month is 28 days, and the term is 12 weeks, exclusive of Opening and Commencement Weeks. The session is divided into three terms.

Students taking irregular courses are charged tution of higher course, if there are two or more studies therein.

Students may enter at any time, and are charged tuition from the beginning of the week in which they enter. Fees are due at the beginning of each term, and no student may matriculate until they are paid. Tuition is payable at the beginning of each term, but may be paid monthly.

No tuition is returned for absence during the last two weeks of any term. Reductions may be made for two weeks' absence caused by sickness, or when good cause can be shown for withdrawal, if, in the latter case, ten days' notice is given and the amount is not less than one month's tuition. These restrictions are made because students are expected to enter for a term and the college is always ready to fulfill its part of the contract.

Board and room-rent are payable monthly in advance, and are not refunded if, after beginning a month, a student changes before the end of that month; but when he has withdrawn from College three-fourths of the balance will be returned.

In the absence of a special agreement, students and boarding-house keepers must be guided in settlement by these regulations.

FREE TUITION—Children of itinerant preachers of the M. E. C. S. and young men preparing for the ministry of any evangelical church receive tuition free, but are expected to pay the regular fees and extras. To show that they are entitled to free tuition all beneficiaries should present certificates from pastors or Quarterly Conferences.

TABOR HALL AND DORMITORIES.

As it is desirable that a student's fare be wholesome and abundant, yet inexpensive, and as these results can be secured only by boarding many together, the Trustees have wisely provided a dining-hall known as Tabor Hall (named in honor of Rev. E. A. Tabor), in which two hundred persons may take their meals.

The first story of this handsome two-story brick is used for a dining-room.

A capable Matron has been engaged and the students have effected a thorough organization for the purpose of securing cheap but wholesome fare under the most favorable conditions.

The tables will be carefully managed and board furnished at cost, from $6 to $8 a month. It did not exceed $8 last year, and was as low as $6.70.

This is no ordinary boarding-house but the fare and service are far superior to anything usually found at colleges.

The second story of Tabor Hall is divided into ten rooms, and on either side are double rows of brick dormitories containing sixteen rooms. Each room is 12x16, is well-lighted and ventilated and opens upon a veranda by which all are connected.

These rooms and others in cottages on the campus are rented to students for from $2 to $3 a month. Two students may occupy one room and furnish it according to their taste. [Bedding and toilet articles may be brought from home.]

By this arrangement students are not crowded together in large buildings, but each room is practically separate from all others and yet near enough for convenience, and the cost of board, room and furniture will vary according to the taste and ability of each student.

Furniture costs from $10 to $20 per room and may usually be sold at a small discount when students leave. If furniture is unsold it must be left with a person appointed to care for it, who will be allowed ten per cent for selling when furniture is not handled and twenty per cent when it is stored. If the room is needed the furniture must be removed and stored, and all furniture unsold at the end of the first month of each term will be sold at auction. This arrangement is necessary to prevent the accumulation of unsaleable rubbish.

A Proctor is appointed for each dormitory, and his duty is to protect the buildings and report to the President the condition of rooms. A damage deposit of $2 is required of each occupant of a room, and this will be returned on presentation of the Proctor's certificate that the room is not damaged.

PRIVATE BOARD.

While students are usually expected to room on the campus and board at Tabor Hall, yet, by special agreement with the President, a limited number may be allowed to board at such private houses as may be approved by the Faculty. Only thoroughly reliable and respectable houses are endorsed, and the Faculty reserve the right to withdraw students at any time, if their conduct or the management of the house prove unsatisfactory. Several good families furnish excellent board at $10 or $12 a month.

SELF-BOARD.

Students who are compelled to economize may rent rooms and board themselves, and may thereby greatly reduce expenses. However, except in cases of real necessity, this plan is not recommended, as students need well-cooked food, outdoor exercise, and companionship, all of which may be lacking in such a system.

YOUNG LADY STUDENTS.

While Hendrix College is intended primarily for young men, yet its doors are open to local girls and others who prefer the course of study and training offered in a male college.

No boarding-house is provided for girls, hence only such as may safely be allowed to board in private families will be admitted, and they should correspond with the President in order to secure suitable boarding-houses,

The admission of girls is not a right, but a privilege, which may be forfeited at any time by unbecoming behavior.

SCHOLARSHIPS.

1. The Trustees offer a scholarship to each Presiding Elder's District in the State on the following conditions: The applicant must be of good moral character and one who would not be able to attend without the aid of the scholarship. He must be prepared, except in Latin, to enter the Sub-Freshman, or a higher class. The appointment will be made for each district by the Presiding Elder, assisted by two laymen selected by himself. All applications should be made to Presiding Elders. The scholarships entitle the holder to free tuition for one year and may be renewed from year to year as long as the offer is published.

2. In order to encourage our public school teachers to look forward to thorough preparation for their work, the Trustees offer free tuition for one year to one teacher in each county in Arkansas on the following conditions: The applicant must have taught and must not be a former student of Hendrix College. He must be of good moral character and in every way worthy of the appointment. He should intend to spend at least two

years at college. These applicants must be nominated by the County Examiner of their respective counties and approved by the Presiding Elders of their respective Districts.

3. In order to correlate all schools doing high grade work the Trustees offer one year's collegiate tuition to the best student in each Arkansas school in which the course of study prepares students for Freshman class, the Principal of each school to make the appointment subject to the approval of the College Faculty. Applicants for these scholarships must bring from their Principals certificates of character and statements of standing in all studies pursued. These statements will not necessarily exempt applicants from entrance examinations, but will greatly assist the Faculty to form a just estimate of fitness for advanced work.

LIBRARY.—W. T. MARTIN, Librarian

New books have been added from time to time until, including the generous donation by the citizens of Conway of the Y. M. C. A. library comprising 1400 volumes, the total number is fully 3,000 volumes; and in addition are 1,000 pamphlets and unbound reviews and magazines. The list includes 12 cyclopedias and the most important works on theology, history, biography, philosophy, politics, pedagogics, criticism, poetry, and fiction. The works on pedagogics deserve special mention, as they include the latest and best books on the history and science of education, the theory and practice of teaching, educational reports and monographs.

Through the efforts of Hon. A. S. McKennon the American and English Encyclopedia of Law, a work of incalculable value, has been placed on the shelves.

The library is kept open every day, and books may be taken out under the rules.

Further contributions of books and money are solicited, and will be appropriately acknowledged.

READING-ROOM.

This room, a part of the library, is open to all students every day. Dictionaries and cyclopedias are kept here for convenient reference. During the past year the following periodicals were kept on file: S. M. Quarterly Review, N. Am. Review, The Forum, The Arena, Homiletic Review, Education, Educational Review, Review of Reviews, Current History, Missionary Reporter, Missionary Review, Christian Thought, S. S. Times, Literary Digest, Critic, Independant, Atlantic Monthly, Chautauquan, The Century, N. Eng. Journal of Education, Southern School Journal, Scientific American and Supplement, Am. Agriculturist, Young Men's Era, Nashville Chr. Advocate, N. Y. Chr. Advocate, St. Louis Chr. Advocate, Arkansas Methodist, N. O. Chr. Advocate, Alabama Chr. Advocate, Arkansas Baptist, Youth's Companion, Arkansas Daily Democrat, Arkansas Daily Gazette, and a score of college journals, and many county newspapers. Others will be added as the fund increases and as other publishers contribute. After serving their purpose in the reading-room the most valuable periodicals are placed in the library.

LITERARY SOCIETIES.

The Franklin and Harlan Societies have been thoroughly organized; are ably conducted by the students themselves, and afford excellent opportunities for social, literary, and forensic improvement; and above all they develop the student's powers of self-government and prepare him for the active, practical duties of life.

The Faculty testify to the efficiency of these societies and urge all students to become members.

In the main building each society has a large, comfortable hall, handsomely furnished. The members deserve great credit for their success in fitting up their halls so elegantly.

THE STUDENTS' JOURNAL.

The Hendrix College Mirror is a twenty page monthly edited and managed by the students themselves. It contains editorials, local news, Y. M. C. A. and religious notes, clippings from exchanges, literary articles by students, and educational and other articles by the Faculty. It is a "mirror" of the college life, but its literary and educational features make it valuable even to persons in no way connected with the college.

EDITORIAL AND BUSINESS STAFF FOR 1893-4.

FRANKLIN SOCIETY.
J. W. Cline, Editor-in-Chief.
S. T. Morgan, Literary Editor.
S. J. Hunt, Exchange Editor.

HARLAN SOCIETY.
W. E. Kemper, Local Editor.
J. M. Hughey, Literary Editor.
E. K. Sewell, Y. M. C. A. Editor.
J. J. Galloway, Business Manager.

Terms, 50 cts. a year in advance. A limited number of first-class advertisements will be taken. Rates given on application. All business letters should be addressed to the Business manager, and other communications to the Editor-in-Chief.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION.

Among the factors for good the Y. M. C. A. takes high rank. It is officered by the best men in college, has monthly business meetings, and devotional meetings every Sabbath. Nearly all of the young men are members, and large numbers attend regularly. It is an association of young men for moral and spiritual improvement; its religious services are characterized by deep spirituality; and its members are the most active Christian workers. A large well-furnished room in the main building is used by the association. At the beginning of the First Term a reception is held in the Association Hall to welcome new students and bring them at once into cordial relations with the best elements of college life. The officers for the ensuing year are: J. W. Cline, Pres.; J. S. Willbanks, Vice Pres.; C. N. Weems, Recording Sec.; L. Hunt, Corresponding Sec.; J. M. Hughey, Treasurer.

THE GYMNASIUM.—John McKiou, Physical Director.

The Gymnasium is a large, well ventilated basment room, supplied with dumb bells, Indian clubs, parallel and horizontal bars, etc. It will be under the care of the Physical Director, and will be opened at hours fixed by him. Under his direction classes will be formed and drills in calisthenics and systematic gymnastics will be conducted. No charge for tuition is made, hence all students are advised to join the classes and by regular exercise preserve good health and strengthen the body. With reasonable care and exercise a student should improve in health during his stay in college. As it is now generally conceded that the highest scholarship and greatest usefulness are almost impossible without vigorous health, the value of a good gymnasium is evident. In offering to the students a well equipped gymnasium under a Physical Director, Hendrix College has gone a step in advance of many older colleges; and the unparalleled health record of the past year, due in part to the systematic exercise of the gymnasium, has shown the wisdom of the addition.

A large lot near the campus has been graded and arranged for an Athletic Field. Here under the careful supervision of the College Athletic Association out-door sports will afford invigorating pastime freed from vitiating influences.

LECTURES.

During the past year lectures were delivered by the following eminent men: Rev. J. W. Lee, D. D., Rev. John Matthews, D. D., Rev. W. B. Palmore, D. D., Rev. J. H. Boggess, Col. L. F. Copeland, and Hon. J. C. Ambrose. A musical entertainment was given by the Quintette Club of the Arkansas School for the Blind.

For 1893-4, among others, the following distinguished lecturers have been engaged: Col. L. F. Copeland, Col. Geo. W. Bain of Ky., Hon. John Temple Graves of Ga., and Hon. G. R. Wendling of Ill.

PRIZES.

Prizes for excellence in speaking, writing, and scholarship have been offered by friends of the College. The conditions of the contest are not published, but are announced to the students. The prizes are as follows and for 1893 were awarded as indicated below.

1. The Arkansas Methodist Oration Prize, for best original oration, to W. B. Sanders.
2. The A. L. Malone Essay Prize, for best essay by a College student, offered by A. L. Malone, Esq., Jonesboro, Arkansas, to L. Hunt.
3. The A. S. McKennon Scholarship Prize for general scholarship in College classes, offered by Hon. A. S. McKennon, Clarksville, to E. O. Blackshare.
4. The Mathematical Prize, for greatest proficiency in both Freshmen and Sophomore Mathematics, offered by Prof. W. A. Crenshaw, to C. N. Weems.

5. The Mirror Literary Prize, for best literary article in the Hendrix College Mirror, offered by Messrs. O. E. Goddard and C. T. Cotham, to W. T. Martin.

6. The Harlan Debater's Prize, for best debater in the Harlan Society, offered by Rev. V. V. Harlan, to J. M. Hughey.

7. The Preparatory Declamation Prize, for best declaimer among the Preparatory students, to Eloise Weems.

8. The Preparatory Essay Prize, for best essay by a Preparatory student, to A. L. Bolton.

9. The Preparatory Scholarship Prize, for best general scholarship among Preparatory students, to C. E. Simpson.

10. Inter-Society Oratorical Prize, entitling the winner to contest for the State Inter-Collegiate Oration Prize, to J. W. Cline.

LOCATION.

Conway, the new location of Hendrix College, is a thriving town of 1,700 inhabitants and is situated on the Little Rock & Ft. Smith R. R., thirty miles from Little Rock. It is only seven miles from the geographical center of the state and fifteen miles from the point where the three patronizing conferences corner.

Being one mile south of a range of the Ozark Mountains, on the edge of a high, rolling prairie, in an open grove of magnificent oaks, it is, by nature, one of the most beautiful and healthful towns in the state. It is seven miles from the Arkansas River, and there are neither swamps nor sluggish streams for many miles around. The surface slopes sufficiently for good drainage, and, since the soil is full of sand and gravel and is underlaid with slate, standing water is unknown.

Being south of the mountains, Conway is subject neither to rigorous winters nor sudden climatic changes, so injurious to delicate constitutions, and yet its altitude precludes malarial influences and the fresh prairie breezes prevent the debilitating effects resulting from heat in places less favorably situated, though in higher latitudes.

The moral and religious influences are good. By special act of the Legislature the sale of intoxicants is prohibited within a radius of ten miles. There are four church houses, Southern Methodist, Baptist, Lutheran, and Roman Catholic, and several other denominations have small organizations. A good public school, with an enrollment of about 300, affords excellent opportunities for primary education.

The liberal donations of $72,000 to secure the location of Hendrix and of $30,000 to secure the Baptist Female College, soon to be completed, show the real spirit of Conway's citizens, and indicate their appreciation of higher education and their determination to secure its benefits. Thus the people are thoroughly identified with the college and will give a hearty welcome to all who come among them in the same spirit. During the last three years many substantial improvements have been made, clearly proving that Conway will soon become the ideal college town. After three years' observation, Trustees, Faculty and students are highly pleased with the new location.

THE CAMPUS AND COLLEGE BUILDINGS.

The campus, comprising thirty acres, is in the northern part of town, about three-fourths of a mile from the depot. The railway, running north and south, cuts off a narrow strip on the west. This will be beautified and used as a park. Through the middle of the larger portion extends a beautiful, gently sloping ridge, the highest ground in the town. All principal buildings are on this ridge and front toward the railroad, which is about one hundred yards away. On the south end of the campus the Main Building has been erected at a cost of $30,000 and is a handsome, substantial three-story brick, containing chapel, recitation and reading rooms, library, laboratory, and Y. M. C. A. and society halls. Tabor Hall is a fine two-story brick, 38x78, situated on the north end of the campus, and intended for a dining-hall and dormitory. Its cost was about $7,000. On either side of Tabor Hall are brick dormitories, and between it and the Main Building is the President's house. Several frame cottages were on the campus when it was selected. They have been moved together and improved, and now afford pleasant rooms for students.

The campus has been fenced, graded, and sodded, and walks and drives have been

laid off. During the past year a great variety of shrubs and shade trees has been planted. Naturally beautiful, the campus will be, when fully improved, a spot of unusual attractiveness.

COLLEGE LAND.

Just north of the campus is a splendid tract of fifty acres, owned by the Trustees. This has been laid off in town lots with wide streets and alleys and will be sold for the benefit of the college. Several desirable lots will be given to persons who will immediately build good houses, and all will be sold on favorable terms. Persons who wish to locate near the College will find these lots convenient and pleasantly situated. The Agent, Rev. T. H. Ware, will answer all questions concerning this property.

TO TEACHERS.

The course in Pedagogics, the thorough instruction, the association with mature students, and the moderate expense offer many attractions to teachers. One hundred and eighty teachers have been in attendance during the past five years, 82 last year.

Special efforts are made to secure good positions for worthy teachers. School authorities may apply to the President for teachers in the full assurance that only the competent will be recommended.

TO NEW STUDENTS.

Bring certificates of character from your last teachers and your pastors. Within twenty-four hours after arrival report to the President and matriculate, and make no arrangements for board or room without consulting him. Failure to observe these requirements may prevent your admission.

TO PARENTS.

Notify the President before you send your sons, and give him full information about their advancement and habits. Provide them only with so much money as is necessary for tuition, fees, books, one month's board, and a small amount for incidentals, and require them to render regular itemized statements of expenditures. A LIBERAL ALLOWANCE WITHOUT ACCOUNTABILITY WILL RUIN THE AVERAGE BOY. If the progress of your sons is not satisfactory communicate freely with the President, and, when you wish to withdraw them, notify him by a personal letter.

TIME OF OPENING.

Our next term begins on Wednesday, September 27, 1893. Students expecting to attend should be here promptly to secure good boarding places and to start at the beginning with their classes. The delay of even a few days may seriously interfere with the year's work. All should try to spend the full year at college, if possible, although students coming in at the beginning of the second or third term usually find no great difficulty in entering classes, as new subjects are taken up and new classes formed.

THE CHOICE OF A COLLEGE.

While parents and students are influenced in their choice of a college by various motives, there are certain leading considerations which should never be ignored. They are, in the order of their importance:

1. The moral and religious character of the Faculty and students and of the community.
2. The fulness and thoroughness of the curriculum, the experience and culture of the Faculty, and their competency to do the work required.
3. The healthfulness and accessibility of the location.
4. The probability of future commercial, political, and ecclesiastical association with fellow-students.
5. The expense of tuition, board, and incidentals.

It is claimed with confidence that in every one of these points Hendrix College is the equal of any other college in the State, and that no other institution combines in such a high degree these essentials. Comparison of catalogues and records is invited.

Calendar for 1893--4.

FIRST TERM, 1893–4.

Term begins, Wednesday, September 27.
Opening Sermon, Sunday, October 1.
First Essay Day, November 14.
First Declamation Day, November 28.
Thanksgiving Holiday, November 30.
Examinations, December 18 to 23.
Christmas Holidays, December 23 to January 2.

SECOND TERM, 1894.

Term begins, Wednesday, January 2, 1894.
Second Essay Day, February 13.
Joint Session of Literary Societies, February 22.
Second Declamation Day, February 27.

THIRD TERM, 1894.

Term begins, Wednesday, March 28.
Third Essay Day, April 17.
Third Declamation Day, May 1.
Examinations, June 11 to 16.
Commencement Sunday, June 17.
Annual Meeting of Trustees, June 18.
Contests and Anniversaries, June 18 and 19
Commencement Day, June 20.

SCHEDULE OF RECITATIONS.

Period.	I. 8:00 8:45	II. 9:15 10:00	III 10:00 10:45	IV. 10:45 11:30	V. 11:30 12.15	VI. 2:00 2:45	VII. 2:45 3:30	VIII. 3:30 4:15
Tuesday.	S. F. Greek. Soph Eng. Jun. Math.	S. F. N. & P. Sci. Fresh. Latin. Soph. Ger. Elocution.	Prep. Math. Fresh. Eng. Soph Greek. Sen. Math.	Prep. Latin. Soph. Phys. Sci. Jun. Ger. Ment. Sci.	S. F. Eng. Fresh. Greek. Pol. Sci. Sen. N. Sci.	Prep. Hist. S. F. Math. Soph. Latin. Jun. N. Sci. Sen. French.	Fresh. Math. Pedagogics. Jun. Latin.	Prep. Eng. S. F. Latin. Soph. Math. Jun. Phys. Sci.
Wednesday.	S. F. Greek. Sen. Eng.	S. F. N. & P. Sci. Fresh. Latin. Soph. Ger.	Prep. Math. Fresh. Eng. Soph. Greek.	Prep. Latin. Soph. N. Sci. Jun. French. Ment. Sci.	S. F. Eng. Fresh. Greek. Pol. Sci. Sen. N. Sci.	Prep Hist. S. F. Math. Jun. N. Sci. Sen. French.	Fresh Math. Pedagogics. Jun. Greek.	Prep. Eng. S. F. Latin. Sen. Phys. Sci.
Thursday.	S. F. Greek. Soph. Eng. Jun. Math.	S. F. N. & P. Sci. Fresh. Latin. Soph. Ger. Elocution.	Prep. Math. Fresh. Eng. Soph. Greek. Sen. Math.	Prep. Latin. Soph Phys. Sci. Jun. Ger. Ment. Sci.	S. F. Eng. Fresh. Greek. Pol. Sci. Sen. N. Sci.	Prep. Hist. S. F. Math. Soph. Latin. Jun. N. Sci Sen. French.	Fresh. Math. Pedagogics. Jun. Latin.	Prep. Eng. S F Latin. Soph. Math. Jun. Phys. Sci.
Friday.	S. F. Greek. Sen. Eng.	S. F. N. & P. Sci. Fresh. Latin. Soph. Ger.	Prep. Math. Fresh. Eng. Soph. Greek.	Prep. Latin. Soph. N. Sci. Jun. French. Ment. Sci.	S. F. Eng. Fresh Greek. Pol. Sci. Sen. N. Sci.	Prep. Hist. S. F. Math. Jun. N. Sci. Sen. French.	Fresh. Math. Pedagogics. Jun. Greek.	Prep. Eng. S. F. Latin. Sen. Phys. Sci.
Saturday.	S. F. Greek. Soph Eng. Jun. Math.	S F. N. & P. Sci. Fresh. Latin. Soph. Ger. Elocution.	Prep. Math. Fresh. Eng. Soph. Greek. Sen. Math.	Prep. Latin. Soph. Phys. Sci. Jun. Ger. Ment. Sci.	S. F. Eng. Fresh. Greek. Pol. Sci. Sen. N. Sci.	Prep. Hist. S. F. Math. Soph. Latin. Jun. N Sci. Sen. French.	Fresh. Math, Pedagogics. Jun. Latin.	Prep. Eng. S. F. Latin. Soph. Math. Jun. Phys. Sci.

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